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31 Jan 74

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25 January 1974

MEMORANDUM FOR: Members of the Curriculum Committee

SUBJECT : Agenda for Meeting, 31 January 1974

1. The Curriculum Committee will meet on Thursday,
31 January 1974, at 0930 hours in the DTR Conference Room.

STATINTL

2. The Agenda:

- a. The Management Training Program
- b. Is the coverage of topics of current interest (26 October 1973 paper on same subject) considered adequate?
- c. What is the future of the Office Management Seminar?
- d. What is the place of cross-cultural training in the OTR curriculum?
- e. What are the existing instructions to training officers for completion of the Form 73?
- f. How does the Agency's Affirmative Action Plan affect the curriculum of the Office of Training? (EEO)

g. *Systems Dynamics Course*

Chairman,
Curriculum Committee

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Chairman,
Curriculum Committee

STATINTL

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11 February 1974

MEMORANDUM FOR: Members of the Curriculum Committee

SUBJECT : Minutes of 31 January 1974 Meeting

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1. The Curriculum Committee met in the DTR Conference Room at 0930 hours. Attending were [REDACTED]

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2. The minutes of the last meeting were approved.

3. The Chairman added to the agenda the discussion of a second running of the Systems Dynamics Course.

4. The Management Training Program

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[REDACTED] Acting Chief, Management and Administrative Training Program, briefed the Committee on courses in the Management Training Program including Fundamentals of Supervision and Management, the Managerial Grid, the Advanced Management Program, and the Executive Conference. When it became apparent that senior level expectations about the Executive Conference were not known, the Curriculum Committee agreed to recommend to the DTR that a presentation be made to the Management Committee on management training and in the course of that briefing elicit views on their perception of the Executive Conference.

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[REDACTED] suggested that we might consider briefing the Board of Overseers who represent an echelon below the Management Committee. [REDACTED] asked that a future agenda include an item on the Practical Supervision for OC careerists course.

5. What is the Future of the Office Management Seminar?

The problem: Working up a course for GS-7 secretaries to be given in the Spring 1974. [REDACTED] reported that the Office Management Seminar is for senior secretaries in Grades 8-12; 14 students per course. To date,

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STATINTL 95 executive secretaries have attended. The original estimate for the clientele was 105, so we may be out of customers for this particular course. [REDACTED] who has just returned from a tour in OCI, is looking into a course for secretaries at the GS-7 level. STATINTL Basically, this is an internally generated requirement. [REDACTED] said that he would like to design something and come back to the Curriculum Committee and present a proposal. STATINTL [REDACTED] suggested that we continue the Office of Management Seminar as an OTR offering and run the Office Management Seminar at a lower frequency during the year, possibly once or twice a year. The Committee STATINTL agreed on the following: in summary, [REDACTED] will (a) Come up with a plan for the GS-7 group; (b) keep the OMS alive for perhaps one or two runnings per year; (c) come up with some ideas for supplementary training programs for GS-8 secretaries and above.

6. What Are the Existing Instructions for Training for Completion of the Form 73?

The Committee had expressed earlier concern about the information contained in Paragraph 14 in the Form 73. Currently available instructions were discussed. The Committee agreed that the OTR Catalog description of individual courses should include a statement to the effect "please ~~justify~~ registration on the Form 73 in light of the description of the course." This statement should also appear on the Form 73 when it is revised; in addition, it might be well to emphasize the importance of fully completing the Form 73 in the applicable portion of Fundamentals of Supervision and Management course.

and explanation

*new word
to justify*

7. How Does the Agency's Affirmative Action Plan Affect the Curriculum of the Office of Training? (EEO)

The Committee reviewed the Agency's AAP for EEO and specifically those items which directly affect the curriculum of the Office of Training. OTR is already doing or has planned to do those things required of OTR in the Plan.

8. The Systems Dynamics Course

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This course has just completed its first running. At the direction of the DTR, [REDACTED] asked for Committee approval for a second offering of the course. The first running was successful; OTR funded half of

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the total cost of \$16,000; the next running will cost \$10,000 and again ORD will fund half. Future costs will be on a declining basis. Course evaluations indicate that student reaction was excellent. The Committee recommended that the DTR approve a second running of this course.

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9. Is the Coverage of Topics of Current Interest (26 Oct 73 paper) Considered Adequate? (i.e. Economics, Population, Ecology)

██████████ said that this is currently an internal objective for the Intelligence Institute. The mentioned paper is a fair representation of the coverage of this subject matter in OTR courses. The Curriculum Committee is satisfied with the present coverage in these areas.

10. What is the Place of Cross-Cultural Training in the OTR Curriculum?

The major emphasis of the Orientation for Overseas course was to help sensitize people to cultural differences. There is also a small segment on cross-cultural training in the Intelligence of World Affairs course. The question raised by ██████████ was: do we go ahead and find someone in the Agency, or externally, who can handle this subject matter? ██████████ said that there is no great demand for it from directorates, other than the DD/O, but there is a feeling in OTR that people should be alert to this problem. ██████████ indicated that he is not sure that this course should be given by the Intelligence Institute but should be considered along with the Sales Analysis Institute program he is considering. ██████████ suggested that because of time constraints we table this agenda item and consider it in more detail next time. In addition, it was suggested that Committee members read Marc Lewis' article in the Winter 1973 issue of Studies in Intelligence on "Re-examing our Perceptions on Vietnam." This article is primarily concerned with perception of reality from other cultural viewpoints.

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11. The Committee members agreed that in future meetings time will be set aside for discussion of the formal presentations such as the one made by Management Training. Because this was not done at this meeting, the members agreed that the agenda for the next meeting should include a discussion of the curriculum of the Management Training Program.

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12. The meeting ended at 11:45.

ADMINISTRATIVE - INTERNAL USE ONLY

7 February 1974

MEMORANDUM FOR: The Director of Training

SUBJECT : Curriculum Committee Recommendations


1. In the Curriculum Committee's 31 January 1974 meeting, the Committee agreed to submit several recommendations for your approval:

- * a. that a presentation be made to the Management Committee on management training for the purpose of enlightening the Committee on current content of our Management Training Program and securing from them their specific expectations about the Executive Conference;
- b. that approval be given for the second running of the Systems Dynamics Course;
- c. that the Office Management Seminar continue to be scheduled once or twice a year.

STATINTL

2. Your approval of the above recommendations is requested.

STATINTL


Chairman,
Curriculum Committee

* APPROVAL: 
Alfonso Rodriguez
Director of Training

11 Feb 74
Date

* With exception that
first we brief DPM+S.
AN

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Curriculum Committee

11 Feb 74

*APPROVAL:


Alfonso Rodriguez
Director of Training

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*BEST COPY
AVAILABLE*

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ROUTING AND RECORD SHEET

31 Jan 74
meeting

SUBJECT: (Optional)

Managerial Grid

FROM:

AC/MATP

all

EXTENSION

3356

NO.

DIR-2554

DATE

29 January 1974

TO: (Officer designation, room number, and building)

DATE

RECEIVED

FORWARDED

OFFICER'S INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

1.

C/FTD

29 Jan *all*

1 to 2, 3:

2.

DDTR

1/30 1/24/74

I think you will find the attached useful in answering at least some of the questions frequently asked at our continuing the Grid. The random sample survey of graduates that is referred to was based on a count of 100. Through follow up and occasional substitutions for original addressees not available for reply, a 100% response was secured.

CBW

3.

DTR

1/30

4.

DDMGS (Info)

2/11 *all*

5.

A/DDMGS

seen 2/6 *jit*

6.

DTR

2/12 3/16 *A*

7.

C/PDS

25 Feb *Jim*

8.

C/FTD

9.

10.

11.

12.

13.

14.

15.

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DTR-2554

28 January 1974

MEMORANDUM FOR: Director of Training

SUBJECT : Managerial Grid

REFERENCE : Your Comments on December Managerial Grid
Course Report, dated 16 January 1974

1. In response to your request, we would like to share with you some of our thoughts and feelings about the Grid.

2. The question you have raised is that if a course has been running for ten years, is it still valid? In supporting our recommendation for the continuation of the Managerial Grid, I would like to review the past ten years of our experience with this course.

3. The Managerial Grid was first conducted in the Agency in 1964, by Consultants under contract with Scientific Methods, Incorporated. Following several runnings for senior officers, the course was then conducted by the OTR Management Faculty for personnel in the GS-13 and above level. This method continued until 1971 when the grade restriction was lifted to include all supervisors at grade GS-07 and above.

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4. During the past ten years, we have offered the Grid to approximately [REDACTED] employees.

5. In the Spring of 1973, a survey (of a representative group of course graduates including all grade levels and all Directorates) was conducted by the Support School in an attempt to determine the value of the Managerial Grid. The attached questionnaire was used in the survey. While part of the questionnaire was to obtain general opinions on the Grid, it was also designed to measure the relevancy of the following Grid Seminar Objectives:

A.

- (1) Understanding your own managerial styles and evaluating convictions about managerial values.
- (2) Developing team action skills
- (3) Achieving unobstructed communications
- (4) Strengthening the use of critique for problem solving and learning
- (5) Analyzing the work culture

B. The questionnaires indicated a substantial positive view as to the success of the course in meeting these objectives and positively effecting student on-the-job behavior.

- (1) 93% feel the Grid had a positive impact on their managerial styles and values
- (2) 79% have employed the team approach in doing their work
- (3) 95% have practiced and encouraged others to practice "open communication" in their work
- (4) 72% employ ongoing critique in their work
- (5) 81% have tried to reduce the barriers to organization effectiveness

The questionnaires also show that the above are often employed with moderate results with the exception of the barrier reduction which, although it is often tried, has limited success.

C. The questionnaire also revealed the following:

- (1) The Grid has helped them do their job better (91%)
- (2) Two-thirds have become more interested and have read further on the subject of management (66% yes)
- (3) Half find some advantage in doing business with fellow employees who have had the Grid (53% yes)
- (4) Most believe the benefits received are worth the cost of the Grid (92% yes)

- (5) Most feel the Grid has not outlived its usefulness and should not be dropped (90% no)

D. While most students believe the Grid is to be valuable and should be continued, they also made the following observations:

- (1) A large number of students (75%) are unaware of any specific organizational changes that have resulted from having taken the Grid. This lack of any organizational change becomes apparent during the Grid Seminar when we compare the class and cumulative statistics which show that there has been no appreciable change over the years in how the students assess the Agency.
- (2) Of the 22% of the students that answered that they were aware of organization or attitudinal changes, no specific change was cited in their replies beyond a repeat of their strong positive reaction to the question about open communication.
- (3) There were only seven, (of 100) persons surveyed, who felt that there are courses that would be more useful than the Grid (93% no), with three mentioning HSO. The other suggestions were JAMP, sensitivity training, more intensive training to fewer employees (less time spent on the Grid) and building a course around a text such as Koontz and O'Donnell.

E. The last item on the Questionnaire asked for (any) other observations on the usefulness of the Grid. No single response predominated although the most repeated was the improvement in the student's understanding and awareness of problem solving techniques. Some of the observations were:

- (1) "Managers are born, not made"
- (2) "Although Agency senior managers must think the Grid is useful, one never actually hears of any endorsement of it or any serious reference to it. I can only conclude that while senior managers may think it is useful it apparently lacks credibility and is not put into practice."

- (3) "Now that the supervisors working for me have all had the Grid, we are better able to discuss their supervisory problems. By using the team approach we have developed a feeling of open communications and participation which did not previously exist"

6. We are currently offering six runnings of the Grid per year, with an average enrollment of 35 - 40 participants. The response from participants evokes a high positive reaction and the comment heard most is "This is the best course I've ever had" and "I should have had this course five or ten years ago" etc. We find that all of the runnings of the Grid are over-subscribed and that most feel that this course should be a basic requirement for all potential managers.

7. The cost of the Grid (materials and copyright) amounts to between \$80 and \$100 per-person. This compares favorably with the \$450 per-person charge made for those who attend "open" Grids conducted by SMI.

8. We (in Management Training) believe the Grid is still viable. The objectives of the course are classic ones and are as valid today as ten years ago. Surprisingly perhaps the methodology is working equally well - in the students eyes as well as ours. In our continuing dealings with students in the Grid, as well as in other courses, we are convinced that it is serving a purpose.

9. We will be pleased to further discuss any aspects of the Grid program with you.

STATINTL

AC/STTP

24 January 1974

MEMORANDUM FOR: Chairman of the Curriculum Committee

SUBJECT : Available Instructions on Completion of
the Form 73

1. In the 17 January 1974 meeting of the Curriculum Committee, [REDACTED] memo discussed a catalog change for the BOC and a recommendation that OTR issue standardized instructions to component training officers about the content of Paragraph 14 of the Form 73.

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2. Training officers currently receive instructions on completing the Form 73 from:

- a. Their training assistants, who attend the Annual Training Assistant Workshop (conducted by the Office of Training) which contains a 15-minute practical exercise on completing the Form 73;
- b. The 1970 OTR Catalog which include instructions; and
- c. The Registrar's publication, Registration Statistics, to which notes are attached. This is distributed to all training officers every other week.
(Sample note attached)

3. The 1974 edition of the OTR Catalog, now in draft form, contains updated instructions. (Copy attached)

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4. The Form 73 was revised in early 1971; 2300 copies are on hand at the depot and Headquarters plus those in the individual supply rooms. With this short supply, [REDACTED] OTR/RMO, says that it will be necessary for the Registrar to reorder forms within the next month.

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the Central Cover Staff (even in the case of overt employees). In addition to name, grade, and office, the following information is necessary for enrollment: cover status, future assignment, area interest and/or experience.

2. Training Officers are asked to use care in the completion of Form 73, "Request for Internal Training." Of particular importance is Block 14, "Describe how the requested training will assist the applicant in his present or projected assignment." Careful thought should be given to the information included in this Block. A general picture of the applicant's working experience, plus an accurate description of his current or projected assignment will help OTR in providing appropriate training. Block 14 serves a double purpose. It is used to determine the qualifications and priority status of the applicant, and instructors use the information to structure courses to the needs and experience of the students. Much valuable time is lost if instructors must wait until the first day of the course to obtain this information from the students.

3. The OTR Language School will not hold classes for the two-week period, 20-31 December. Classes will resume on 3 January 1972. Students have been urged to take leave at this time or return to their offices. They may engage in self-study programs at the Language School; however, instructors will not be available for tutorial or other instruction. The Language School Laboratory and Library will be open during this time.

A model of Form 73 "Request for Internal Training", the form used to apply for admission to courses given by OTR or other components, is reproduced on page ____ for your convenience. Most blocks are self-explanatory, but noted below are several items which require careful and concise completion.

Item 1. The name appearing here is normally that used on all official records. If, for security reasons, an individual is to take the course under another name, it is to be entered here, and so indicated.
must

Item 3. This number ~~should~~ be correct for the applicant to get credit on the Agency Training Record.

Item 5. The original EOD date is entered here, not an EOD resulting from a return from overseas, from a transfer between Agency elements, or from some other administrative action. This information has significance because admission to some OTR courses depends on total length of service.

Item 9. Indicate service designation, if staff employee.

Item 9a. Check if contract employee.

Items 11 and 12: Place of birth and Social Security number, when required for specific courses, should be entered in these blocks.

Item 14. Careful thought should be given to the information submitted in this block. A general picture of the experience of the applicant plus an accurate description of his current or projected assignment help OTR provide appropriate training. The information serves a twofold purpose. OTR uses it to determine the qualifications and priority status of the applicant and instructors use this information to structure courses to the needs and experience of the students. Much valuable time is lost if instructors must wait until the first day of the course to obtain this information from the students.

Item 15. This information is important and should be as accurate as possible.

Item 17. This date, estimated or otherwise, has a bearing on priority of admission to some OTR courses. It should be filled in whenever applicable.

Item 18 and 19. Copy Number 2 (pink), the instructor's copy, must be an exact duplicate of the original, including the required signature. The supervisor's name should appear in typewritten form along with the signature.

Item 23. Although the reverse side of the form is for OTR's use, this block may be used if, for example, Item 14 has to be continued or if any qualifying comments will further assist OTR/SRS/RG on the instructors.

29 January 1974

MEMORANDUM FOR: Chairman of the Curriculum Committee

SUBJECT : The Agency's Affirmative Action Plan
for Equal Employment Opportunity
and the Curriculum and the Office
of Training

1. The Agency's Affirmative Action Plan is a matter of public record. Copies have been filed with the Civil Service Commission and will be distributed to all Agency employees.

2. The Agency's Director of Equal Employment Opportunity established eight short-range objectives; these specific objectives have been given an action officer and a target day for CY 1974. Extracted below are some of those objectives -- and specific efforts toward achieving the objective -- which might affect the curriculum of the Office of Training:

Objective 4: To provide opportunities for employees to enhance their skills, perform at their highest potential, and advance in accordance with their abilities in light of available opportunities (Upward Mobility).

<u>Specific Efforts for Achieving the Objective</u>	<u>Responsible Official</u>	<u>Target Date</u>
2. Continue the Agency Off-Campus Educational Program initiated in the fall 1973. In this program which is conducted in cooperation with the Northern Virginia Regional Center of the University of Virginia, any overt employee can select courses from the 22 offered. All courses are	Director, Office of Training	Continuing

<u>Specific Efforts for Achieving the Objective</u>	<u>Responsible Official</u>	<u>Target Date</u>
career enhancing and tuition costs are borne by the Agency if the course is completed successfully or the student withdraws for the convenience of the Agency.		
3. Continue the long-established and comprehensive Agency training program that is designed to enhance skills of all employees. Courses cover everything from typing and shorthand refresher to ADP, management courses, midcareer development, advanced intelligence seminars, attendance at outside academic institutes, exchange training at other Government research and development organizations, attendance at service war colleges, etc. The courses and outside education are geared to individual needs related directly to career progression.	Director, Office of Training and <u>all</u> supervisors	Continuing
5. Ensure that at the minimum one member of a minority group and/or one woman be a student in each of the Agency's advanced management courses as well as the Senior Intelligence Seminar and Midcareer Course.	Deputy Directors Assisted by Director of Training, Director, EEO, Federal Women's Program Coordinator	Continuing thru all of 1974
6. Ensure that on a merit basis minority group members and women receive their fair share of external full-time training by having the Director, EEO and the Federal Women's Program Coordinator participate in the Agency training, applicant review and selection process.	Director, EEO & Federal Women's Program Coordinator with the cooperation and assistance of the Deputy Directors and the Director of Training	Continuing thru all of 1974

<u>Specific Efforts for Achieving the Objective</u>	<u>Responsible Official</u>	<u>Target Date</u>
7. Place \$30,000 under the control of the Director, EEO to be spent for such education as he determines is necessary to meet Agency-wide needs, to ensure further that minority group member employees receive career enhancing external training.	Director, EEO with the cooperation and assistance of the Deputy Directors and the Director of Training	January 1974
Objective 5: To provide training, advice, incentives, and performance evaluation to ensure EEO program understanding and support by supervisors.		
1. Include in each management training course a session on Agency EEO policy and goals, procedures for processing complaints of discrimination, and the functions and responsibilities of the Director, EEO Federal Women's Program Coordinator, and the Agency EEO Officers and Counselors.	Director of Training Director, EEO Federal Women's Program Coordinator	Continuing thru 1974
4. Establish the training required to provide specific and practical instructions to all newly appointed supervisors at all levels to ensure an understanding of an sensitivity to the goals of equal employment opportunity.	Director of Training Chief, Key Components and subordinate Elements Director, EEO	April 1974
6. Implement the Agency regulation on evaluating all supervisors in their supervisory and managerial performance in the EEO area by issuing instructions on how the evaluation is to be made in the annual Fitness Reports.	Deputy Director for Management and Services	January 1974

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